



## University of North Alabama Lesson Plan Template

### Step 1 – Identify Desired Results

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| <b>Lesson Title:</b>   | Impact of Brown vs Board of Education | <b>Grade:</b> 6th Grade |
|  |                                       | <b>Date:</b> 11/7/21    |
| <b>CCRS Standard(s):</b> 9) Critique major social and cultural changes in the United States since World War II. <ul style="list-style-type: none"><li>Identifying key persons and events of the modern Civil Rights Movement<br/>Examples: persons—Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth; John Lewis (Alabama)<br/>events—Brown versus Board of Education, Montgomery Bus Boycott, student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations (Alabama)</li><li>Describing the changing role of women in the United States society and how it affected the family unit<br/>Examples: women in the workplace, latchkey children</li><li>Recognizing the impact of music genres and artists on United States' culture since World War II<br/>Examples: genres—protest songs; Motown, rock and roll, rap, folk, and country music<br/>artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams (Alabama)</li><li>Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four-hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II</li></ul> |                                       |                         |
| <b>Big Idea:</b> Impact  |                                       |                         |
| <b>Essential Question(s):</b> How did Brown vs. Board impact everyday life?  |                                       |                         |

*This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.*

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| <b>Lesson Objective(s)/ Learning Targets</b><br><br>Objectives are measurable and align with the big idea, essential question, and standard. | <ul style="list-style-type: none"><li>Students will be able to demonstrate knowledge of facts and ideas of Brown vs. Board and the impact it had on everyday life.</li><li>Students will be able to analyze primary and secondary sources.</li></ul> |
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### Step 3 – Plan Learning Activities & Experiences

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| <b>Introduction to Lesson/ Activating Thinking</b><br><br>@10 minutes of the lesson. | <p>Hook: Today, we are going to discuss the impact of the Brown vs. Board of Education case and its impact on everyday life. We will do this by addressing our lesson objectives or learning targets. Which are:</p> <ul style="list-style-type: none"><li>Students will be able to demonstrate knowledge of facts and ideas of Brown vs. Board and the impact it had on everyday life.</li><li>Students will be to analyze primary and secondary sources.</li></ul> <p>Students will then watch a video that gives information on the court case.<br/><a href="https://www.youtube.com/watch?v=aX9Dmo24_cc">https://www.youtube.com/watch?v=aX9Dmo24_cc</a> - 8 minutes<br/>We will have students become engaged about the topic by asking them what they found most interesting about the case.<br/>Discussion Questions: What was the Brown vs Board of Education case about?<br/>How has the Brown vs Board of Education case changed our views on education?<br/>How has the Brown vs Board of Education case impacted everyday life?</p> |
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|   | What do you think made people fight or refuse the Brown vs Board case?  |
| <p><b>Body of Lesson</b></p> <p>@20-30 minutes of the lesson.</p> | <p><b>Primary Source Analysis Activity #1</b></p> <p>We will begin by telling the students they are going to dissect a source to see what it contains such as when it was created, or who wrote it. Students will analyze the newspaper article on this link. <a href="#">Letter to an Editor</a></p> <p>This link contains a newspaper article with one section labeled letters to editors. The article contains different sections, the one that is interesting, and that connects to the lesson plan is that segregation should be urged in schools.</p> <p>Students will use the analyze a written document <a href="#">worksheet</a> to help keep up with important information they discover. This document will include questions like:</p> <p><b>Literal Level-</b></p> <ul style="list-style-type: none"> <li>• What do you observe in the newspaper article? Text?</li> </ul> <p><b>Interpretive Level</b></p> <ul style="list-style-type: none"> <li>• Does it seem old or new? Why do you think this?</li> <li>• What do you think is happening in the text? Why do you think this?</li> <li>• Who might have written this article? Why do you think this?</li> </ul> <p><b>Evaluative Level</b></p> <ul style="list-style-type: none"> <li>• How does this source help us to understand the effect that Brown v. Board had on everyday life?</li> <li>• What are additional questions we'd like to explore now?</li> <li>• What do we want to know about the author of this source? About the historical context?</li> </ul> <p><b>Historical Thinking Concepts</b></p> <ul style="list-style-type: none"> <li>• How does the context of the time explain your source? How can it help us understand the actions or beliefs of the people being written about?</li> <li>• What do you think made people fight or refuse the Brown vs. Board case?</li> </ul> <p>We will then walk through each component on the worksheet with the students, so they understand what they are looking for within the document.</p> <p><b>Primary Source Analysis #2</b></p> <p>The students will then complete the second analysis of a different source. Students will analyze <a href="#">Alabama Stunned by Segregation Rule</a>. This article contains information on Alabama and how they dealt with segregation. The students will use the same <a href="#">worksheet</a> to keep up with their information. This document will include questions like:</p> <p><b>Literal Level-</b></p> <ul style="list-style-type: none"> <li>• What do you observe in the newspaper article? Text?</li> </ul> <p><b>Interpretive Level</b></p> <ul style="list-style-type: none"> <li>• Does it seem old or new? Why do you think this?</li> <li>• What do you think is happening in the text? Why do you think this?</li> <li>• Who might have written this article? Why do you think this?</li> </ul> <p><b>Evaluative Level</b></p> <ul style="list-style-type: none"> <li>• How does this source help us to understand the effect that Brown v. Board had on everyday life?</li> <li>• What are additional questions we'd like to explore now?</li> <li>• What do we want to know about the author of this source? About the historical context?</li> </ul> <p><b>Historical Thinking Concepts</b></p> <ul style="list-style-type: none"> <li>• How does the context of the time explain your source? How can it help us understand the actions or beliefs of the people being written about?</li> <li>• What do you think made people fight or refuse the Brown vs. Board case?</li> </ul> |

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|   | <p>Students will use the information they gather from both sources to help in their discussions.</p> <p>Students will complete discussion groups throughout the lesson.</p>  |
| <p><b>Closure/ Summarizing</b></p> <p>@5 minutes of the lesson.</p> | <p>Once we reach the end of the lesson, we will restate our standards and our lesson objectives. We will revisit the essential question of how did Brown vs. Board impact everyday life? Once the question has been established we will discuss the class response to the question to see if any opinions were changed through the lesson. We will state that the lesson is for the class to bring your ideas together on how you evaluate information to tell how Brown vs Board impacted everyday life. We would then challenge the class not to end their learning here, but to find another event that is special to them and analyze sources to comprehend information.</p> |
| <p><b>Materials/ Technology</b></p>                                 | <p><a href="https://www.youtube.com/watch?v=aX9Dmo24_cc">https://www.youtube.com/watch?v=aX9Dmo24_cc</a></p> <p>Students will need a pencil and a tablet</p> <p><a href="#">Analyze a document worksheet</a></p> <p><a href="#">Letter to an Editor</a></p> <p><a href="#">Negro looks at segregation</a></p> <p><a href="#">Alabama Stunned by Segregation Rule</a></p> <p><a href="#">Text of the Supreme Court Decision</a></p> <p><a href="#">new step to avoid integration</a></p> <p><a href="#">negro sponsored institute</a></p>   |
| <p><b>Step 2 – Determine Acceptable Evidence</b></p>                |  |
| <p><b>Assessment/ Evaluation</b></p>                                | <p><b>Formative Assessment:</b> Students will complete group discussions on the analysis of their sources. We will evaluate the students' understanding of the sources by examining the way they interact during the discussions. The students will use the analyzing source worksheet to help in their discussion by gaining information on if the sources are primary or secondary, and who created the sources, and what information they contain. The students will use group discussion to review different opinions among their groups.</p>  |